	STUDENT RECORD PAPER AND PENCIL CHECKLIST				
	Student Name: Date of Review:				
	Name of Reviewer:				
ID.	Interventions and Referral	Compliance	Correctable	Training Date	Doc. That Training Results in Correction:
IR.1	At least two classroom interventions and/or programs implemented before referral.	II.B, II.C. p. 14	Correctable	Training Date  Training Date:	Doc. That Training Results in Correction:  Doc. That Training Results in Correction:
IR.2	Before referral, proficiency in English or native language was assessed and found adequate.			Training Date:	Doc. That Training Results in Correction:
IR.3	Documentation that classroom interventions and/or programs failed, with supporting	II.B, II.C p. 14			
	data attached. Initial Referral:			Training Date:	Doc. That Training Results in Correction:
	Person making referral:				
	Areas of concern:				
IEV IEV.1	Initial Evaluation  Consent for Initial Evaluation included in the student's file.	Compliance II.C. p. 14	Correctable	Training Date	
IEV.2	Evaluation completed within 60 days of receiving parental consent.				
IEV.3 IEV.4	Written Notice of Initial Evaluation.  Procedural Safeguards provided to parents/guardians.	IV.D. p.68 II.C.4 IV.D.2.d	Corrected:		
		p.70 IV.E.1. p.70	0		
IEV.5	For an initial evaluation (IF APPROPRIATE), the evaluation team that includes the	II.E. p. 16, 17	Corrected:		
	parents, reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of performance/ educational needs				
	and/or whether student needs special education and related services.		Not required		
IEV.6	Student is assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs.	II.D. p. 15 -16	Corrected:		
	Areas Assessed		Corrected.		
IEV.7	Variety of assessment tools and strategies were used to gather relevant functional/developmental and other information that was used in determining eligibility.	II.D. p. 15; II.F.1.b. p. 18			
IEV/O			Corrected:	-	
IEV.8	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum	II.D. p. 15			
	(preschoolers- appropriate activities) that is used in determining eligibility.		Corrected:		
REV	Reevaluation	Compliance	Correctable	Training Date	
REV.1	Written Notice of Reevaluation.	IV.D. pag	Comontodo		
REV.2	Procedural Safeguards provided to parents/guardians (only required if parent	68 II.E.5.a IV.D.2.d	Corrected:		
	requested evaluation).	p.70 IV.E.1. p.70	Corrected:		
REV.3	The evaluation team that includes the parents, reviews existing evaluation data and	II.E. p. 17	Corrected.		
	determines whether additional data are needed for determining eligibility, present levels of performance/educational needs and/or whether student needs special education and				
25.7	related services.		Corrected:		
REV.4	If needed, Consent for Reevaluation included. Form Date:	II.E. p. 16		Training Date:	Doc. That Training Results in Correction:
REV.5	Student is assessed in all areas related to suspected disability and sufficiently	II.D. p. 15 -16	0		
	comprehensive to identify needs.  Areas Assessed		Corrected:	1	
REV.6	Variety of assessment tools and strategies were used to gather relevant functional/developmental, and other information that was used in determining eligibility.	II.D. p. 15; II.F.1.b. p. 18			
			Corrected:	ļ	
REV.7	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum	II.D. p. 15			
	(preschoolers- appropriate activities) that is used in determining eligibility.		Corrected:		
IEL	Initial Eligibility Determination Form	Compliance	Correctable	Training Date	
IEL.1 IEL.2	Is there a current Eligibility Determination in place?  Notice of Meeting for Initial Eligibility Meeting.		Corrected:	Training Date:	Doc. That Training Results in Correction:
IEL.3	Written Notice of Initial Eligibility.		Corrected:	Training Date:	See. That Training Research in Confession.
IEL.4	Procedural Safeguards provided to parents/guardians.	IV.D.2.d p.70 IV.E.1. p.70			
IEI E	Described and Control of Control		Corrected:		
IEL.5 IEL.6	Parents given copy of Evaluation Summary Report.  Parents given copy of Eligibility Determination documentation.	II.F.1.c	Corrected:		
IEL.7	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p. 16	Corrected:		
	Complete Eligibility Determination form for disability category Attachment A,	10	Corrected.		
IEL.8	then indicate compliance status.  The student meets the categorical eligibility criteria of one of these categories.		Corrected:		
ILL.O	Disability catagory:		Corrected.		
CEL	Continuing Eligibility	Compliance	Correctable	Training Date	
CEL.1	Is there a current Eligibility Determination in place?		Corrected:		ļ
	Date of CURRENT Eligibility Determination form:  Date of LAST Eligibility Determination form:	II.E.3. II.E.3.			
CEL.2	Reevaluation Timeline: Conditions warrant: Parent/teacher request; at least once every 3 years.			Training Date:	Doe That Training Regulte in Correction
CEL.3	Notice of Meeting for Continuing Eligibility Meeting.			Training Date: Training Date:	Doc. That Training Results in Correction:  Doc. That Training Results in Correction:
CEL.4 CEL.5	Written Notice of Continuing Eligibility.  Procedural Safeguards provided to parents/quardians.	IV.D.2.d	Corrected:		
JLL.J	. 1996sana. Saneguardo provided to parento/gualdians.	p.70 IV.E.1. p.70			
CEL.6	Parents given copy of Evaluation Summary Report.	II.F.1.c p.18	Corrected:		
CEL.7	Parents given copy of Eligibility Determination documentation.	II.F.1.c p.18	Corrected:		
CEL.8	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p. 16	Corrected:		
	Complete Eligibility Determination form for disability category Attachment A,				
CEL.9	then indicate compliance status.  The student meets the categorical eligibility criteria of one of these categories.		Corrected:		
	Disability catagory:				
IIEP	Initial IEP	Compliance	Correctable	Training Date	
	Date of Initial Eligibility Determination:  Date of Initial IEP:		-		
IIEP.1	IEP developed within 30 days of eligibility determination.	II.F.2		Training Date:	Doc. That Training Results in Correction:
IIEP.2 IIEP.3	Notice of Meeting for Initial IEP Meeting.  Written Notice of IEP implementation.	IV.D.1 p.68-69	Corrected:	Training Date:	Doc. That Training Results in Correction:
IIEP.4	Procedural Safeguards provided to parents/guardians (meets once a year	IV.D.2.d			
	requirements).	p.70 IV.E.1. p.70	Corrected:		
IIEP.5	Parents given copy of IEP.	III.F.6 p.43	Corrected:		
IIEP.6	IEP documents the participation of required IEP team members by signature, title and date.	III.E. p.41	Corrected:		
IIEP.6a	Parent either participated in IEP meeting, participated by alternate means, or was		Corrected:		
	provided adaquate notice of the meeting				
IIEP.6b	provided adaquate notice of the meeting.  Student either participated in the IEP meeting or was not transition age (16+).		Corrected:		
IIEP.6b IIEP.6c	Student either participated in the IEP meeting or was not transition age (16+).  Regular Education Teacher either participated in the IEP meeting, was excused by				
	Student either participated in the IEP meeting or was not transition age (16+).				

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IIEP.6d	Special Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.				
IIEP.6e	A qualified LEA either participated in the IEP meeting, was excused by written consent		Corrected:		
	of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Corrected:		
IIEP.6f	An individual who can interpret instructional implications of the evaluation process either participated in the IEP meeting, was excused by written consent of Parent and				
IIEP.6g	LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.  Other: either participated in the IEP meeting, was excused		Corrected:		
IIEP.6g	other:  entire participated in the IEF meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Corrected:		
IIEP.7	IEP Team documents present levels of academic achievement and functional performance (including baseline or current data.		Corrected:		
IIEP.8	The present levels of academic achievement and functional performance describe how disability affects involvement/progress in general curriculum or appropriate activities.		Corrected:		
IIEP.9	For students particpating in the UAA, a description of benchmarks or short term objectives is included in the PLAAFP.		Corrected:		
IIEP.10 IIEP.11	IEP contains statement of measurable annual goals. IEP goals address areas of need (areas identified in PLAAFP)		Corrected: Corrected:		
IIEP.12 IIEP.13		III.lp.47 III.lp.47	Corrected: Corrected:		
IIEP.14 IIEP.15		III.lp.46 III.lp.46	Corrected: Corrected:		
IIEP.16	Related Services IEP contains supplementary aids and services to be provided to student or on behalf of				
IIEP.17	student. IEP contains a statement of program modifications or supports for school personnel	III.lp.46	Corrected:		
	that will be provided for the student: (1) to advance towards annual goals and (2) to be involved and progress in general curriculum and participate in extracurricular and other nonacademic activities.		Corrected:		
IIEP.18		III.lp.47	Corrected:		
IIEP.19	IEP contains statement of how SWD will participate in state or district-wide assessments with or without accommodations and/or modifications or reasoning	III.lp.47			
IEP.20	behind participation in the Alternate Assessment. IEP contains projected date for beginning of services.	III.lp.47	Corrected:		
IIEP.21.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral Interventions and supports and other strategies to address the behavior of a student	III.lp.44			
IIEP.21.b	whose behavior impedes learning. IEP team considers and revies IEP as appropriate to address: Language needs for	III.lp.44	Corrected:		
IIEP.21.c.		III.lp.44	Corrected:		
IIEP.21.d		III.lp.44	Corrected:		
	(1) for all students, and (2) students who are deaf or hard of hearing including language/communications methods/modes with peers and staff.		Corrected:		
IIEP.21.e	devices/services (external only) for the s tudent who without them would not benefit from special education.	III.lp.44	Corrected:		
IIEP.22.a	Services.	III.lp.44	Corrected:		
IIEP.22.b IIEP.22.c.	If ESY selected, goals and services included.  If ESY selected, Written Notice was provided.		Corrected:		
IIEP.22.d	If ESY services considered and refused, Written Notice was provided.		Corrected:		
CIEP.1	Continuing IEP IEP included in student file.	Compliance p.17	Correctable Corrected:	Training Date	
		F		<del></del>	
	Date of Current IEP:				
CIEP 2	Date of Last IEP:	n 15		Training Date:	Doc That Training Results in Correction:
CIEP.2 CIEP.3	Date of Last IEP: IEP reviewed or revised periodically, not less than annually. Notice of Meeting of Continuing IEP Meeting.	p.15		Training Date: Training Date:	Doc. That Training Results in Correction: Doc. That Training Results in Correction:
	Date of Last IEP. IEP reviewed or revised periodically, not less than annually. Notice of Meeting of Continuing IEP Meeting. Written Notice of IEP implementation. Procedural Safeguards provided to parents/guardians (meets once a year	IV.D.p.68-69 IV.D2.d p.70	Corrected:		
CIEP.3 CIEP.4 CIEP.5	Date of Last IEP: IEP reviewed or revised periodically, not less than annually. Notice of Meeting of Continuing IEP Meeting. Written Notice of IEP implementation. Procedural Safeguards provided to parents/guardians (meets once a year requirements). Parents given copy of IEP.	IV.D.p.68-69 IV.D2.d p.70 IV.E.1. p.70 III.F.6. p.43	Corrected: Corrected: Corrected:		
CIEP.3 CIEP.4 CIEP.5 CIEP.6 CIEP.7	Date of Last IEP: IEP reviewed or revised periodically, not less than annually. Notice of Meeting of Continuing IEP Meeting. Written Notice of IEP implementation. Procedural Safeguards provided to parents/guardians (meets once a year requirements). Parents given copy of IEP. IEP documents the participation of required IEP team members by signature, title and date.	IV.D.p.68-69 IV.D.2.d p.70 IV.E.1. p.70	Corrected:		
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CIEP.3 CIEP.4 CIEP.5 CIEP.6 CIEP.7 CIEP.7a	Date of Last IEP.  IEP reviewed or revised periodically, not less than annually.  Notice of Meeting of Continuing IEP Meeting.  Written Notice of IEP implementation.  Written Notice of IEP implementation.  Procedural Safequards provided to parents/guardians (meets once a year requirements).  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title and date.  Parent either participated in IEP meeting, participated by alternate means, or was provided adaquate notice of the meeting.  Student either participated in the IEP meeting or was not transition age (16+).	IV.D.p.68-69 IV.D2.d p.70 IV.E.1. p.70 III.F.6. p.43	Corrected: Corrected: Corrected: Corrected: Corrected:		
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T.C.2	A participating agency from outside the LEA failed to provide agreed upon transition	USOE Rule		1	
	sevices contained in the IEP. (Information item, does not count as compliance.)	III.E.9.Page 41			
T.C.2a	If T.C. 2 is "yes", LEA initiates a meeting to identify alternative strategies to meet the	USOE Rule			
	transition objectives and, if necessary, revises the student's IEP.	III.J.2.b. Page 48			
Attachme	nt A				
Δ	Classification for Autism(AU)				
AU.A.	ELIGIBILITY CRITERIA	Compliance	Correctable	Training Date	
AU.A1	Autism is student's primary disability, although student may exhibit other characteristics such as an emotional disturbance or intellectual disability.		Corrected:		
AU.A2	Student exhibits significant impairments in social interaction, communication, and/or				
AU.A3	repetitive and stereotyped patterns of behavior.  Are the student's learning problems primarily the result of a visual, hearing, or motor		Corrected:		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or				
AU.A4	economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	Corrected:		
AU.A5		II.F.(a)p.18	Corrected:		
AU.A5	Student's disability adversely affects student's education performance.  Student requires special education/related services.		Corrected:		
AU.B. AU.B1	EVALUATION  Multiple measures including an autism checklist/rating scale must be used to assess				
	intellectual, academic communicating, social and adaptive functioning.		Corrected:		
AUB2	Student's prior medical and developmental history from a qualified health professional must be on record regarding specific syndromes, health concerns, medication, and any				
	information required for planning student's education program.				
			Corrected:		
A	Classification Form for Communication Disorder (CD)				·
CD.A CD.A1	ELIIGIBILITY CRITERIA  Communication disorder is student's primary disability; however, students who qualify	Compliance	Correctable	Training Date	
1	in another disability category may also qualify for communication disorder services.		0		
CD.A2	For students whose primary home language is other than English, the communication		Corrected:		
1	disorder must exist in the student's primary language and not be the result of learning		Corrected		
CD.A3	English as a second language.  If primary home language is other than English, student's proficiency in English or		Corrected:		
	other language was assessed.		Corrected:		
CD.A4	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or				
CD.A5	economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	Corrected:		
		II.F.(a)p.18	Corrected:		
CD.A6 CD.A7	Student's disability adversely affects student's educational performance.  Student requires special education/related services.		Corrected: Corrected:		
CD.B	EVALUATION		Corrected.		
CD.B1	Multiple measures are used for classifying a student as communication disordered.		Corrected:		
CD.B2	Documentation is provided that indicates that the student has a disorder in listening,		Corrected.		
	reasoning, and/or speaking to such a degree that special education is needed.		Corrected:		
			CONTOCION.		
A DB.A	Classification Form for Deafblindness (DB) ELIGIBILITY CRITERIA	Compliance	Correctable	Training Date	
DB.A1	Deafblindness is a primary disabling condition, but student may have other disabilities	- Compilation			
DB.A2	in addition to vision and hearing loss.  Are the student's learning problems primarily the result of a visual, hearing, or motor		Corrected:		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or				
	economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?		Corrected:		
DB.A3					
			Corrected:		
DB.A4 DB.A5	Student's disability adversely affects student's education performance.  Student requires special education/related services.		Corrected: Corrected: Corrected:		
DB.A4 DB.A5 <b>DB.B</b>	Student's disability adversely affects student's education performance. Student requires special education/related services. EVALUATION		Corrected: Corrected: Corrected:		
DB.A4 DB.A5	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and		Corrected: Corrected: Corrected: Corrected:		
DB.A4 DB.A5 <b>DB.B</b> DB.B1 DB.B2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.		Corrected: Corrected: Corrected: Corrected: Corrected:		
DB.A4 DB.A5 <b>DB.B</b> DB.B1	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and		Corrected: Corrected: Corrected: Corrected:		
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.		Corrected: Corrected: Corrected: Corrected: Corrected: Corrected:		
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B4 A DD.A	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA	Compliance	Corrected: Corrected: Corrected: Corrected: Corrected: Corrected: Corrected: Corrected: Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B4	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B3 DB.B3 DB.B4  A DD.A DD.A1 DD.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability etagories.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B4 A DD.A DD.A1	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B3 DB.B3 DB.B4  A DD.A DD.A1 DD.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B3 DB.B3 DB.B4  A DD.A DD.A1 DD.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores: Cognitive  Physical Motor  Language/Speech  Social/Emotional	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B3 DB.B3 DB.B4  A DD.A DD.A1 DD.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Students primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B3 DB.B4 DD.A1 DD.A1 DD.A2 DD.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-nelp/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B3 DB.B4 DD.A1 DD.A1 DD.A2 DD.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech.  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 1spercentile in one area of for below the preportation one area of neares.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B4 A DD.A DD.A1 DD.A2 DD.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 1th percentile in two areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B3 DB.B4 DD.A1 DD.A1 DD.A2 DD.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the mean, or at or below the 1nd percentile in two areas of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A1 DD.A2 DD.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.0 standard deviations below the mean, or at or below the 7th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.5 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A1 DD.A2 DD.A3 DD.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disability.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A2 DD.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.0 standard deviations below the mean, or at or below the 7th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.5 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development; 2.6 standard deviations below the mean, or at or below the stap ercentile in one area of development.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A4 DD.A5 DD.A6 DD.A6 DD.A7 DD.A6 DD.A7 DD.A8 DD.A8	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.0 standard deviations below the mean, or at or below the 1st percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of Instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A4 DD.A5	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores: Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B3 DD.A4 DD.A2 DD.A3  DD.A3  DD.A4 DD.A5	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive.  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, amotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  Student's disability adversely affects student's education performance.	Compliance	Corrected:	Training Date	
DB.A4 DB.A5 DB.B1 DB.B2 DB.B3 DB.B3 DD.A1 DD.A1 DD.A2 DD.A3  DD.A5 DD.A6	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 8th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in three areas of development; 2.5 standard deviations below the 1th percentile in three areas of development; 2.5 standard deviations below the 1th percentile in three areas of development; 2.5 standard deviations below the 1th percentile in three areas of dev	Compliance	Corrected:	Training Date  Training Date	
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B3 DD.A1 DD.A1 DD.A2 DD.A3  DD.A4 DD.A5 DD.A5 DD.A5 DD.A6 DD.A7 DD.A8 DD.A8 DD.A8 DD.A9 DD.A9 DD.A9 DD.A9 DD.A9 DD.A9	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the standard deviations below the mean, or at or below the mean, or at or below the mean, or at or below the standard deviations below the mean, or at or below the precentile in one area of development:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B2 DB.B3 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A4 DD.A5 DD.A6 DD.A7 DD.A6 DD.A7 DD.A8 DD.A8 DD.A8 DD.A9 DD.A	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in the common deviations deviations development; 2.5 standard deviations below the 1th percentile in the areas of dev		Corrected:		
DB.A4 DB.A5 DB.B DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A4 DD.A5 DD.A6 DD.A6 DD.A7 DD.A8 DD.B8 DD.B9 DD.B9 DD.B9 DD.B9 DD.B1 DD.B2 A ED.A ED.A1 ED.A2 ED.A2 ED.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech.  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 15 percentile in one area of development; 2.0 standard deviations below the mean, or at or below the 15 percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disability adversely affects student's education performance.  Student's disability adversely affects student's education performance.  Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.  Classification For for Emotional Disturbance (ED)  Eligibility Criteria  Emotional disturbance is primary disability.		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A3 DD.A6 DD.A6 DD.A6 DD.A7 DD.A6 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 ED.A2 ED.A1 ED.A2 ED.A1 ED.A2 ED.A1 ED.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELICIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 2.6 standard deviations below the mean, or at or below the 1st percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 3.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 3.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 3.6 standard deviations below the mean, or at or below the 1st percentile in one area of development; 3.6 standard deviations below the mean, or at or below the 1st percentile in one area of development; 3.6 standard deviations below the mean, or at or below the 1st percentile in one area of development; 3.7 standard deviations below the mean,		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B2 DB.B3 DB.B3 DB.B4 A DD.A1 DD.A1 DD.A2 DD.A3 DD.A3 DD.A4 DD.A5 DD.A6 DD.A7 DD.A8 DD.A8 DD.A9 DD.A	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing losses.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive.  Physical Motor  Languago/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 7th percentile in one areas of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.  Classification For for Emotional Disturbance (ED)  Eligibility Criteria  Eligibility Criteria  Eligibility Criteria  In a proportiate classroom discipline system, prepared or of classroom discipline		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A3 DD.A6 DD.A6 DD.A6 DD.A7 DD.A6 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 DD.B1 ED.A2 ED.A1 ED.A2 ED.A1 ED.A2 ED.A1 ED.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one areas of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.  Classification For for Emotional Disturbance (ED)  Eligibility Criteria  Emotional disturbanc		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B1 DB.B2 DB.B3 DB.B3 DB.B3 DD.A1 DD.A1 DD.A2 DD.A3 DD.A5 DD.A6 DD.A7 DD.A6 DD.A7 DD.A8 DD.B1 DD.B1 DD.B1 DD.B2 A ED.A ED.A ED.A ED.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the standard deviations below the mean, or at or below the mean, or at or below the standard deviations below the mean, or at or below the precentile in two areas of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development. Proceedings of the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 an		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B2 DB.B3 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A3 DD.A5 DD.A6 DD.A6 DD.A7 DD.A8 DD.A8 DD.B1 DD.B2 ED.A2	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one areas of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.  Classification For for Emotional Disturbance (ED)  Eligibility Criteria  Emotional disturbanc		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B2 DB.B3 DB.B3 DB.B3 DD.A1 DD.A2 DD.A1 DD.A2 DD.A3 DD.A5 DD.A6 DD.A7 DD.A8 DD.A8 DD.A9	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the rean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.  Classification For for Emotional Disturbance (ED)  Eligibility Criteria  Emotional disturbance is primary disability, emotional disturbance or envir		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B2 DB.B3 DB.B4 A DD.A1 DD.A2 DD.A3 DD.A3 DD.A6 DD.A6 DD.A6 DD.A6 DD.A6 DD.A7 DD.A8 DD.B1 DD.B1 DD.B2 A ED.A6 ED.A1 ED.A2 ED.A2 ED.A2 ED.A2 ED.A3 ED.A3	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.0 standard deviations below the mean, or at or below the 1st percentile in one area of development in two areas of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based		Corrected:		
DB.A4 DB.A5 DB.B1 DB.B2 DB.B3 DB.B3 DB.B3 DD.A1 DD.A2 DD.A1 DD.A2 DD.A3 DD.A5 DD.A6 DD.A7 DD.A8 DD.A8 DD.A9	Student's disability adversely affects student's education performance.  Student requires special education/related services.  EVALUATION  Multiple measures are used to assess vision and hearing.  Evaluation includes and takes into consideration impact of the combined vision and hearing lossess.  Audiological Evaluation includes both clinical and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Vision Evaluation includes both ophthalmological and functional assessment.  Classification Form for Develomental Delay (DD)  ELIGIBILITY CRITERIA  Student's primary disability is not one of the other disabilities.  When adequate evaluation data is available, student is classified in one of the other disability categories.  Percentile or Standard Devistion Scores:  Cognitive  Physical Motor  Language/Speech  Social/Emotional  Self-help/Adaptive Behavior  Student has a significant delay, defined as 1.5 standard deviations below the rean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.5 standard deviations below the mean, or at or below the 1th percentile in one area of development.  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance.  EVALUATION  Multiple measures are used to assess areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.  Classification For for Emotional Disturbance (ED)  Eligibility Criteria  Emotional disturbance is primary disability, emotional disturbance or envir		Corrected:		

ED D0					
ED.B2	Documentation that demonstrates that the behavior has been exhibited over a long				
	period of time and to a marked degree that adversely affects the student's educational performance.		Corrected:		
ED.B3	Educational observations of the student which include at least three (3) fifteen-minute		Corrected.		
	observations on referring behavior pinpoints. A student who is not disabled and who is				
	not being referred must be selected and observed in the same setting on the same				
	behavior pinpoints as the referred student for comparison. An assigned member of the				
	evaluation team other than the student's regular classroom teacher will make the				
	educational observations. (These observations are required only for initial evaluation for classification, not for reevaluation, but may be determined needed by the IEP				
	team.)		Corrected:		
ED.B4	Complete documentation in the student's records in each of the following areas:		Concolod.		
ED.B4a	Academic performance as evidenced by achievement tests, classroom academic				
	screenings and tests, report cards, cumulative records, etc.		Corrected:		
ED.B4b	Social/adaptive behavior checklists or rating scales, which provide information				
	regarding the student's past and present patterns of interaction with peers, family, teachers, adults, etc.		Corrected:		
ED.B4c	Behaviors for which the student is referred.		Corrected:		
A	Classification form for Hearing Impairment/Deafness (HI/D)				
HI.A	ELIBILILITY CRITERIA	Compliance	Correctable	Training Date	
HI.A1 HI.A2	Hearing impairment is primary disability.  Before classifying a student as deaf or having a hearing impairment, the team must		Corrected:		
111.742	take into account whether central nervous system impairment or other impairments				
	may be the cause of the hearing loss.		Corrected:		
HI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor				
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		0		
HI.A4	economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?		Corrected:		
111.74	is a lack of instruction in reading of matricine primary factor in determining engionity :		Corrected:		
HI.A5	Student's disability adversely affects student's education performance.		Corrected:		
HI.A6	Student requires special education/related services.		Corrected:		
HI.B	EVALUATION				
HI.B1	Multiple measures are used for a student suspected of having a hearing impairment.		Corrected:		
HI.B2	Areas of evaluation included:		Corrected:		
HI.B2a	Audiological evaluation,		Corrected:		
HI.B2b	language growth and development (signed, spoken or written),		Corrected:		
HI.B2c	speech/language evaluation,		Corrected:		
HI.B2d	academic achievement.		Corrected:		
A	Classification Form for Intellectual Disability (ID)				
ID.A	ELIGIBILITY CRITERIA	Compliance	Correctable	Training Date	
ID.A1	Intellectual disability is primary disability.		Corrected:		
ID.A2	Intellectual, academic, and adaptive assessment results expected to demonstrate				
15.10	consistently low profiles across measures.		Corrected:		
ID.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or				
	economic disadvantage?		Corrected:		
ID.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Concolod.		
	g g , , , , ,		Corrected:		
ID.A5	Student's disability adversely affects student's education performance.		Corrected:		
IE.A6	Student requires special education/related services.		Corrected:		
ID.B	EVALUATION				
ID.B.1	Multiple measures (formal and informal) must be used for a student suspected of having an intellectual disability.		Corrected:		
ID.B.2	The student's language and motor skills must be considered in the selection of		Concolod.		
	evaluation instruments.		Corrected:		
ID.B.3	Intellectual evaluation:		Corrected:		
	Name of IQ Test:		Corrected:		
1					
	VIQ Score:		Corrected:		
	PIQ:		Corrected:		
ID.B.3a	PIQ:				
ID.B.3a	PIC:   FIQ:   An individual major test of intelligence must be administered by a qualified examiner.   Documentation must be provided which indicates significant subaverage intellectual		Corrected:		
ID.B.3a	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner.		Corrected: Corrected:		
	PIQ: FIG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.		Corrected:		
ID.B.3a	PIQ: FiG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally) two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further		Corrected: Corrected:		
	PIQ: FIG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.		Corrected: Corrected:		
	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test,		Corrected: Corrected: Corrected:		
ID.B.3b	PIQ: FiG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.		Corrected: Corrected: Corrected:		
ID.B.3b	PIQ: FIG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally) two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by		Corrected: Corrected: Corrected:		
ID.B.3b	PIQ: FiQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents		Corrected:  Corrected:  Corrected:  Corrected:		
ID.B.3b	PIQ: FIG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally) two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by		Corrected: Corrected: Corrected:		
ID.B.3b ID.B4 ID.B5	PIQ: FiG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)		Corrected:  Corrected:  Corrected:  Corrected:  Corrected:  Corrected:		
ID.B.3b ID.B4 ID.B5	PIQ: FiG: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD) ELIGIBILITY CRITERIA	Compliance	Corrected:  Corrected:  Corrected:  Corrected:	Training Date	
ID.B.3b ID.B4 ID.B5	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD) ELIGIBILITY CRITERIA The student has concomitant impairments the combination of which causes such	Compliance	Corrected:  Corrected:  Corrected:  Corrected:  Corrected:  Corrected:	Training Date	
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ID.B.3b  ID.B4  ID.B5  A  MD.A  MD.A1	PIQ:  An individual major test of intelligence must be administered by a qualified examiner.  Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELICIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accommodated in special education program solely for one of the impairments.  Disability Area 2:	Compliance	Corrected:  Corrected:  Corrected:  Corrected:  Corrected:  Corrected:	Training Date	
ID.B.3b ID.B4 ID.B5	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally) two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 2:  Are the students learning problems primarily the result of a visual, hearing, or motor	Compliance	Corrected:  Corrected:  Corrected:  Corrected:  Corrected:  Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A  MD.A  MD.A1	PIQ:  An individual major test of intelligence must be administered by a qualified examiner.  Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accommodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 1:  Disability Area 1:  Disability in the sudent's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or	Compliance	Corrected: Corrected: Corrected: Corrected: Corrected: Corrected: Corrected: Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A  MD.A  MD.A1	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD) ELIGIBILITY CRITERIA The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accommodated in special education program solely for one of the impairments. Disability Area 1: Disability Area 2: Disability Area 1: Disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?	Compliance	Corrected:  Corrected:  Corrected:  Corrected:  Corrected:  Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A  MD.A1  MD.A2	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD) ELIGIBILITY CRITERIA The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accommodated in special education program solely for one of the impairments. Disability Area 1: Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?	Compliance	Corrected: Corrected: Corrected: Corrected: Corrected: Corrected: Corrected: Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2  MD.A3  MD.A3	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification form for Multiple Disabilities (MD)  ELICIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A  MD.A  MD.A  MD.A2  MD.A3  MD.A3	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1: Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student requires special education/related services	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally) two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  Student requires special education/related services	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2  MD.A3  MD.A3  MD.A4  MD.S5  MD.B  MD.B	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1: Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student requires special education/related services	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2  MD.A3  MD.A4  MD.S5  MD.B1  MD.B1  MD.B3	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 1:  Disability Area 1:  Disability Area 5:  Isability intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  EVALUATION  Multiple measures (formal and informal) must be used.  The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2  MD.A3  MD.A4  MD.S5  MD.B1  MD.B1  MD.B1	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 1:  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The student spior or edical bistory, from a qualified health professional, must be on since the province of the province and the province and the professional, must be on since and province and provi	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2  MD.A3  MD.A4  MD.S5  MD.B1  MD.B1  MD.B3	PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD) ELIGIBILITY CRITERIA The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments. Disability Area 1: Disability Area 2: Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance Student requires special education/related services  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.  The student's prior medical history, from a qualified health problems, (e.g., trachectomy),	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2  MD.A3  MD.A4  MD.S5  MD.B1  MD.B1  MD.B3	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 1:  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The student spior or edical bistory, from a qualified health professional, must be on since the province of the province and the province and the professional, must be on since and province and provi	Compliance	Corrected:	Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A MD.A MD.A1  MD.A2  MD.A3  MD.A4 MD.S5 MD.B1 MD.B2 MD.B3  MD.B3  MD.B4	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELICIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1: Disability Area 1: Disability Area 1: Disability area 1: Sala lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  Student requires special education/related services  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  Cognitive ability is assessed.  Capative ability is or medical bistory, form a qualified health professional, must be on record regarding specific syndromes, special health problems, (e.g., tracheotomy), medication, and long-term medical prognosis for the individual.	USOE Rule 11.G	Corrected:		
ID.B.3b  ID.B4  ID.B5  A MD.A MD.A MD.A1  MD.A2  MD.A3 MD.A4 MD.S5 MD.B MD.B1 MD.B2 MD.B3 MD.B4 A OHI.A	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely effects student's education performance  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.  The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.  The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.  The use of assisted and augmentative com		Corrected:	Training Date  Training Date	
ID.B.3b  ID.B4  ID.B5  A MD.A  MD.A1  MD.A2  MD.A3  MD.A4  MD.S5  MD.B1  MD.B2  MD.B3  MD.B1  MD.B3  MD.B4  A  OHI.AA  OHI.AA  OHI.AA	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1: Disability Area 1: Disability Area 1: Disability area 1: a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance Student requires special education/related services  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.  Classification Form for Other Health Impairment (OHI)  ELIGIBILITY CRITERIA	USOE Rule 11.G	Corrected:		
ID.B.3b  ID.B4  ID.B5  A MD.A MD.A MD.A1  MD.A2  MD.A3 MD.A4 MD.S5 MD.B MD.B1 MD.B2 MD.B3 MD.B4 A OHI.A	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The sudent sussisted and augmentative communication and motor systems must be considered during the evaluation and documented.  The sudent's prior medical history, from a qualified health problems, (e.g., tracheotomy), medication, and long-term medical prognosis for the individual.  Classification Form for Other Health Impairment (OHI)  ELIGIBILITY CRITERIA  Other health impairment is primary disability.	USOE Rule 11.G	Corrected:		
ID.B.3b  ID.B4  ID.B5  A MD.A MD.A MD.A1  MD.A3  MD.A4 MD.S5 MD.B1 MD.B1 MD.B2 MD.B1 MD.B2 MD.B3 MD.B4 A OHI.A1 OHI.A2	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELICIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  Student requires special education/related services  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The sudent sissisted and augmentative communication and motor systems must be considered during the evaluation and documented.  The sudent's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, special health problems, (e.g., tracheotomy), medication, and long-term medical prognosis for the individual.  Classification Form for Other He	USOE Rule 11.G	Corrected:		
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ID.B.3b  ID.B4  ID.B5  A MD.A4  MD.A3  MD.A4  MD.B3  MD.B3	PIO: FIO: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.  If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.  Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.  Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.  Classification Form for Multiple Disabilities (MD)  ELIGIBILITY CRITERIA  The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.  Disability Area 1:  Disability Area 2:  Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?  Student's disability adversely affects student's education performance  EVALUATION  Multiple measures (formal and informal) must be used.  Cognitive ability is assessed.  The sudent's learning problems primary is be used.  Cognitive ability is a sessessed.  Classification Form for Other Health Impairment (OHI)  ELIGIBILITY CRITERIA  Other health impairment is primary disability.  Are the student's learning problems primary in the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?  Is a lack of instruction in read	USOE Rule 11.G	Corrected:		
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OI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Corrected:		
OI.A4	Student's disability adversely affects student's education performance.		Corrected:		
OI.A5 OI.B	Student requires special education/related services.  EVALUATION		Corrected:		
OIB1	Multiple measures(formal and informal) must be used to assess all areas of suspected		0		
OI.B2	deficits (e.g., educational, adaptive, behavioral, physical).  The student's prior medical history, from a qualified health or mental health		Corrected:		
	professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's				
	educational program.		Corrected:		
SLD	Specific Learning Disability				
SLD.A	ELIGIBILITY CRITERIA	Compliance	Correctable	Training Date	
SLD.A1 SLD.A2.a	Learning disability is primary disability.  A team of qualified professionals including the student's parent(s) determines eligibility	USOE Rule	Corrected:		
SLD.A2.b	and includes: The student's parents.  A team of qualified professionals including the student's parent(s) determines eligibility	II.G.(b)(4) p. 34 USOE Rule	Corrected:		
OLD.AZ.D	and includes: The student's regular teacher, or if the student does not have a regular	II.G.(b)(1) p. 34			
	teacher, a regular classroom teacher qualified to teach a student of his or her age.  (See manual for Preschool)		Corrected:		
SLD.A2.c	A team of qualified professionals including the student's parent(s) determines eligibility		Corrected.		
	and includes: At least one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, resource teacher, speech-				
SLD.A3	language pathologist, or reading specialist.  The student must score above the intellectual disabilities range on a test of intellectual		Corrected:		
SLD.A3	ability using a reliable, valid, individually administered and standardized instrument.				
	Name of IQ Test	USOE Rule	Corrected:		
		II.G.(b)(5) II.G.			
	VIQ score	(c)(1) p. 34			
	PIQ score FIQ score				
	Other IQ score				
SLD.A4	Does this district/charter school use a discrepency or response to intervention approach to SLD eliqibility?				
	Discrepency, complete SLD.A 5				
SLD.A5	Response to Intervention, complete SLD.A6  A severe discrepency must exist between achievement and intellectual ability in one or		-		
JLD.NO	more of the catagories listed under evaluation (Estimator disk = 93% confidence level				
	or above) (WJ III Compuscore minimum -1.5 discrepency) Confidence level:		Corrected:		
SLD.A6	Is there a report of data on student's response to intervention included as part of the				
SLD.A7	evaluation summary report?  Are the student's learning problems primarily the result of a visual, hearing, or motor		Corrected:		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		0		
SLD.A8	economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	Corrected:		
		II.F.(a)p.18	Corrected:		
SLD.A9	Is limited English proficiency the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Corrected:		
SLD.A10	Student's disability adversely affects student's educational performance.	USOE Rule	Corrected:		
SLD.A11	Student requires special education/related services.	II.G.(b)(8) p. 34 USOE Rule	Corrected.		
SLD.B	EVALUATION	II.G.(b)(2) p. 34	Corrected:		
SLD.B1	Multiple measures (formal and informal) must be used.	USOE Rule			
SLD.B2	Achievement must be measured in one or more of the seven learning areas identified	II.G.(b)(3) p. 34 USOE Rule	Corrected:		
OLD.DL	in Part B of the IDEA. These include: (a) oral expression, (b) listening comprehension,	II.G.(c) p. 35			
	(c) written expression, (d) basic reading skills, (e) reading comprehension, (f) mathematics calculation, and (g) mathematical reasoning.		Corrected:		
SLD.B3	An observation of the student's academic performance in the regular classroom setting				
	must be conducted by at least one team member other than the student's regular teacher. In the case of a student not in school, or less than school age, a team	II.G.(c)(2) p. 35			
	member must observe the student in an appropriate environment for a student of that age.		Corrected:		
SLD.B4	Each identified deficit must be confirmed by at least two measures of achievement	USOE Rule	Corrected.		
	(e.g., a standardized instrument and a classroom observation in the area(s) of suspected disability.) One measure must be an individually administered standardized	II.G.(c)(3) p. 35			
	instrument that specifically assess the achievement area.				
SLD.B5.a	The team must prepare a written report of the results of the evaluation that includes:	USOE Rule	Corrected:		
	Documentation that the student is eligible as a student with a specific learning	II.G.(c)(4) p. 35	0		
SLD.B5.b	disability.  The team must prepare a written report of the results of the evaluation that includes:	USOE Rule	Corrected:		
SLD.B5.c	The basis for making the determination.  The team must prepare a written report of the results of the evaluation that includes:	II.G.(c)(7) p. 35 USOE Rule	Corrected:		
OLD.DO.C	The relevant behavior noted during the observation of the student and the relationship	II.G.(c)(7) p. 35			
SLD.B5.d	of that behavior to the student's academic functioning.  The team must prepare a written report of the results of the evaluation that includes: A	USOE Rule	Corrected:		
	description of the instructional environment in which the observation took place.	II.G.(c)(7) p. 35			
SLD.B5.e	The team must prepare a written report of the results of the evaluation that includes:	USOE Rule	Corrected:		
SLD.B5.h	The educationally relevant medical findings, if any.	II.G.(c)(7) p. 35	Corrected:		
SLU.B5.N	The team must prepare a written report of the results of the evaluation that includes: The written signature of each team member certifying whether the team report reflects	USOE Rule II.G.(c)(7) p. 35			
	his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.				
	most cashin a separate statement presenting his or net conclusions.		Corrected:		
Α	Classification form for Traumatic Brain Injury (TBI)				
TBI.A	ELIGIBILITY CRITERIA	Compliance	Correctable	Training Date	
TBI.A1	Prior documentation by a physician of an <u>acquired</u> brain injury included in student file.		Corrected:		
TBI.A2	Traumatic brain injury is student's primary disability.		Corrected:		
TBI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or				
TBI.A4	economic disadvantage?  Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	Corrected:		
		II.F.(a)p.18	Corrected:		
TBI.A5 TBI.A6	Student's disability adversely affects student's education performance.  Student requires special education/related services		Corrected:		
TBI.B	EVALUATION		-		
TBI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected deficits. Informal assessment and diagnostic teaching must be part of the				
	full evaluation. Data that are gathered must include information on the student's developmental history and/or pre-injury learning.		Corrected:		
TBI.B2	The student's prior medical history, from a qualified health professional, must be on		Corrected.		
	record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's education program.		Corrected:		
TBI.B3	Although other evaluations could be considered, the following areas must be	<u> </u>			
TBI.B3a	considered for evaluation:  Augmentative communication assistive service needs,	<del>                                     </del>	Corrected: Corrected:		
TBI.B3b	rehabilative team evaluations,		Corrected:		
	self-help/adaptive behavior,		Corrected: Corrected:		
TBI.B3c TBI.B3d	academic,				
TBI.B3d TBI.B3e	academic, speech/language,		Corrected:		
TBI.B3d TBI.B3e TBI.B3f TBI.B3g	speech/language, social skills and classroom behavior, intellectual/congnitive,		Corrected: Corrected: Corrected:		
TBI.B3d TBI.B3e TBI.B3f	speech/language, social skills and classroom behavior,		Corrected: Corrected:		

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	Oleralification From tea Manual Invasionant (M)	l	1	1
A	Classification Form for Visual Impairment (VI) ELIGIBILITY CRITERIA	0	Correctable	Testala a Bara
VI.A		Compliance	Correctable Corrected:	Training Date
VI.A1	Visual impairment is student's primary disability.		Corrected:	
VI.A2	When classifying a student as visually impaired, the IEP team must consider whether			
	other impairments interfere with the comprehension of visual and/or auditory stimuli.			
			Corrected:	
VI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor			1
	disability, intellectual disability, emotional disturbance or environmental, cultural, or			1
	economic disadvantage?		Corrected:	I
Vi.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule		1
		II.F.(a)p.18	Corrected:	1
VI.A5	Student's disability adversely affects student's education performance.		Corrected:	
VI.A6	Student requires special education/related services.		Corrected:	
VI.B	EVALUATION			
VI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected			
	deficits (e.g., educational, adaptive, behavioral, physical).		Corrected:	
VI.B2	A description of the student's visual impairment and visual capabilities must be on			
	record from a qualified eye care professional.		Corrected:	1
VI.B3	A qualified professional must assess:		Corrected:	
VI.B3a	The kind and extent of instruction needed, based on the student's present level of			
	performance, including the functioning level of the student in adjusting to visual			
	problems and gaining education and social successes.		Corrected:	I
VI.B3b	The student's current and future need for instruction in Braille or the use of Braille.		Corrected:	İ
VI.B4	Orientation and Mobility (O & M) must be assessed if the student is determined to be			<u> </u>
	blind or visually impaired.		Corrected:	
	panie or readily impanee.		1001100100.	<u> </u>